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ABSTRACT

The mission of the National Writing Project (NWP) is to improve writing and learning in the nation's schools. Through its professional development mode, the National Writing Project recognizes the primary importance of teacher knowledge, expertise, and leadership. Through its extensive network of teachers, the National Writing Project seeks to promote exemplary instruction of writing in every classroom in America. With this annual report for 1998, the National Writing Project celebrates the 25th anniversary of its founding and also celebrates an increase in base funding from the federal government for fiscal year 1999 from $5 million to $7 million. The report notes that the new funding puts the NWP on the path to bringing it within reach of every teacher in the nation and allows for larger site grants, more new sites, and increased program assistance to sites. It also notes that the NWP plans to expand its dissemination activities, from its Web site to its publications. The annual report is divided into the following sections: The Importance of Writing; Teachers Teaching Teachers; An Enduring Model; Programs To Meet Diverse Needs; The Expanding Network; The Need for Teacher Leadership; Map of NWP Sites; A Quarter Century and Still Growing; Special Initiatives; Reaching Teachers Nationwide; Building Capacity; Gaining Local Support; Financial Statements; and Funders, Board of Directors, Senior Staff. (NKA)

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ED 461 870

# National Writing Project 1998 Annual Report

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# *Our Mission*

The mission of the National Writing Project is to improve writing and learning in the nation's schools. Through its professional development model, the National Writing Project recognizes the primary importance of teacher knowledge, expertise and leadership.

The National Writing Project believes that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity. Through its extensive network of teachers, the National Writing Project seeks to promote exemplary instruction of writing in every classroom in America.

The National Writing Project values diversity—our own as well as that of our students, their families and their communities. We recognize that our lives and practices are enriched when those with whom we interact represent diversities of race, gender, class, ethnicity, and language.

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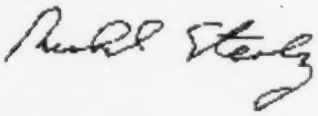
# *From the Director*

*Richard Sterling*

With this Annual Report we celebrate the 25th anniversary of the founding of the National Writing Project. In 1974, twenty-five exemplary teachers of writing gathered at the UC Berkeley campus in a summer institute led by James Gray. For five weeks, they explored and demonstrated successful strategies in the teaching of writing from their own classrooms, they read and discussed research, and they wrote. From that first summer a network began, spreading to other sites in California and to the rest of the nation. James Gray, who remains a board member, historian and advisor to the NWP, developed the basic principles on which the project is founded. They remain the backbone of the project today.

As we celebrate our 25th anniversary, the National Writing Project also celebrates an increase in our base funding from the federal government for fiscal year 1999 from $5 million to $7 million. The new funding puts the National Writing Project on the path to bringing it within reach of every teacher in the nation. It will allow for larger site grants, more new sites, and increased program assistance to sites.

We will continue the research and evaluation efforts that allow us to demonstrate the effectiveness of our work. In addition, we are developing new ways to respond to the many people—more than ever before— who want to know what we do and how we do it. We plan to expand our dissemination activities, from our web site to our publications. We invite our friends, colleagues and those who are just becoming acquainted with the National Writing Project to join the almost 80,000 people who have visited our web site. Or visit one of our local sites and you will see the exceptional work of the thousands of teachers who make up the National Writing Project.



Richard Sterling
Executive Director

# The Importance of Writing

## In the early 1970s . . .

as more students began to attend college, their struggles with writing became increasingly apparent. The Bay Area Writing Project began at UC Berkeley as a positive, collaborative approach to helping teachers help students of all ages improve their writing.

## As we approach the year 2000 . . .

in an era of cell phones, cable television and the World Wide Web, writing is still essential. Today's students need writing more than ever to

- learn to be thoughtful, critical readers
- understand and communicate ideas in subjects such as science, mathematics and history
- succeed in school and in the workplace
- make full use of technology
- take part in all the opportunities of 21st-century democracy.

# *Teachers Teaching Teachers*

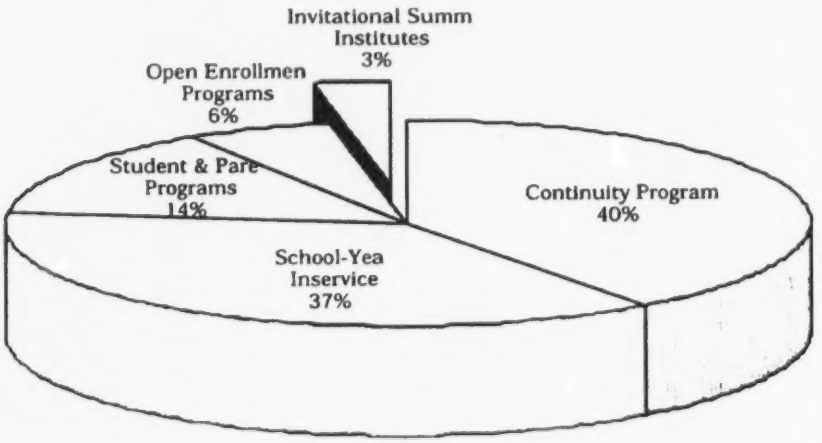
For 25 years, the National Writing Project has centered its work on the quality of teaching in America. Each local NWP site offers summer invitational institutes for teachers of all grade levels and all disciplines as well as additional institutes that address special topics. During the academic year, local NWP teacher leaders give workshops for their colleagues in neighboring schools and districts. These workshops take place over time, rather than as one-shot events. Teachers also take advantage of the professional communities at their writing project sites, meeting frequently in continuity programs to study how best to reach every student. The role of the national organization is to support local sites, ensure quality throughout the network, coordinate national conferences and the annual review, and provide year-round program assistance.

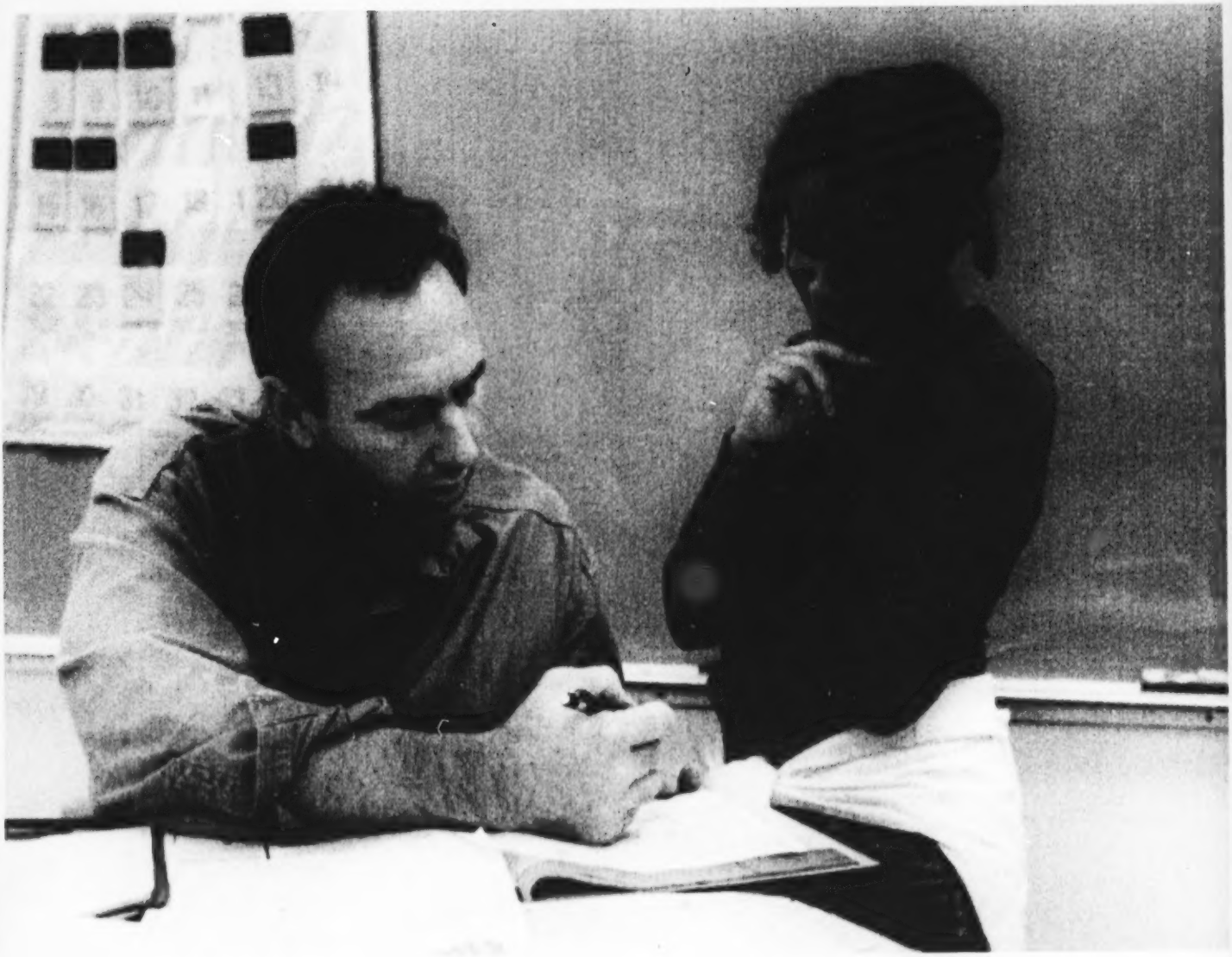
What Teachers Say: *The National Writing Project has influenced my teaching practices more than any workshop, inservice or college class that I have ever taken. My whole attitude toward the teaching of writing changed as a result of the project. A year after participating in the project, I was named Louisiana High School Teacher of the Year.*

Northeast Louisiana University Writing Project Teacher

# *An Enduring Model*

In the invitational summer institutes, NWP teacher leaders expand their knowledge of exemplary practices and research and focus on improving their own writing skills. This slice of the NWP—the invitational—provides the expert teaching corps that conducts all the other programs.





# *Programs to Meet Diverse Needs*

In 1998, 156 local NWP sites sponsored 4,891 activities, an average of 31 programs per site. Collectively, NWP sites across the network provide programs that are responsive to local teacher and student needs, many of which have nationwide appeal.

- *91 teacher research programs* to support and encourage intensive classroom studies of practices that make a difference to America's students.
- *191 institutes beyond the summer invitational institutes* for teachers, K–16, who are new to teaching writing or who want to focus on some aspect of the discipline. Institutes may focus on topics such as revision, assessment, writing across the curriculum, academic and workplace writing, or reading-writing connections.
- *388 conferences and conference workshops* to acquaint teachers and administrators with best practices and issues of early literacy, standards-based reform, writing and technology, writing and reading for English language learners, and other conference themes.
- *617 young writers' programs* for K–12 students to improve their writing skills and to introduce them to college campuses.
- *42 parent programs* to create partnerships with parents for the benefit of our children.

# The Network Has Expanded

| | 1974 | 1998 |
|---|---|---|
| Number of sites: | 1 | 156 |
| Number of states: | 1 | 46 |
| Number of programs: | 1 | 4,891 |
| Number of teacher leaders: | 25 | 10,722 |
| Number of participants: | 25 | 181,402 |
| Number of contact hours: | 3,000 | 2,773,309 |

What Teachers Say: *Whether you're a new teacher or a veteran teacher, the Central Wisconsin Writing Project is affirming and inspirational. The total immersion for four weeks in researching, writing, reading, collaborating, and presenting on issues of education changed me in a way no other graduate class has.*

Central Wisconsin Writing Project Teacher

# *The Need for Teacher Leadership*

## *More students, more challenges . . .*

NWP teacher leaders offer programs and support for new teachers whose success is crucial.

- After a drop of 12 percent from 1970 to 1988, K–12 public school enrollment increased 16 percent from 1988 to 1998
- Class size reduction depends on qualified new teachers to assume instant and full responsibility for their students' learning.

NWP teacher leaders work extensively with colleagues who teach English language learners and students of diverse cultural and ethnic backgrounds.

- From the mid-1970s to the mid-1990s, the percentage of public school students considered part of a minority group increased 11 percent.
- More than one-fourth of the foreign born population has entered the country in just the last 7 years.

NWP teacher leaders teach teachers how to prepare their students for the literacy demands of college.

- Since the early 1970s, college enrollment has jumped by 35 percent.
- More than 70 percent of all high school graduates now go on to postsecondary education.

Data Source: U.S. Census Bureau

# National Writing

Alabama:
- Auburn
- Jacksonville
- Mobile
- Normal
- Troy
- Tuscaloosa

Alaska:
- Juneau

Arizona:
- Flagstaff
- Tempe
- Tucson

Arkansas:
- Conway
- Fayetteville
- Little Rock
- Jonesboro

California:
- Arcata
- Bakersfield
- Berkeley
- Chico
- Davis
- Fresno
- Irvine
- Long Beach
- Los Angeles
- Riverside
- San Diego
- San Jose
- Santa Barbara
- Santa Cruz
- Turlock

Colorado:
- Greeley

Connecticut:
- Stamford
- Storrs

Delaware
- Newark

District of Columbia

Florida:
- Orlando
- Jacksonville
- Tampa

Georgia:
- Americus
- Atlanta
- Kennesaw
- Savannah
- Valdosta

Hawaii:
- Honolulu

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Idaho:
- Moscow

Illinois:
- Chicago
- Evanston
- Normal

Indiana:
- Hammond
- Indianapolis
- Muncie

Iowa:
- Cedar Rapids

Kentucky:
- Bowling Green
- Highland Heights
- Lexington
- Louisville
- Morehead
- Murray
- Richmond

Louisiana:
- Baton Rouge
- Hammond
- Lafayette
- Monroe
- New Orleans
- Shreveport

Maine:
- Orono

Maryland:
- Baltimore
- Salisbury

Massachusetts:
- Amherst
- Boston

Michigan:
- Big Rapids
- East Lansing
- Kalamazoo
- Marquette
- Saginaw Valley
- Ypsilanti

Minnesota:
- Minneapolis

Mississippi:
- Cleveland
- Hattiesburg
- Itta Bena
- Jackson
- Lorman

# Project Network

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Oklahoma:
- Norman
- Stillwater

Oregon:
- Ashland
- Eugene
- La Grande
- Portland
- Salem

Pennsylvania:
- Erie
- Fogelsville
- Indiana
- Middletown
- Philadelphia
- Pittsburgh
- West Chester

Puerto Rico:
- Santurce

Rhode Island:
- Providence

South Carolina:
- Charleston
- Clemson
- Columbia (3)
- Conway
- Rock Hill
- Spartanburg

South Dakota:
- Vermillion

Tennessee:
- Martin

Texas:
- Brownsville
- El Paso
- Houston
- Laredo
- San Marcos
- Texarkana

Utah:
- Logan

Vermont:
- Burlington

Virginia:
- Blacksburg
- Charlottesville
- Fairfax
- Norfolk
- Petersburg
- Richmond
- Williamsburg

Washington:
- Ellensburg
- Seattle

West Virginia:
- Huntington
- Morgantown
- South Charleston

Wisconsin:
- Oshkosh
- Stevens Point
- Milwaukee

Wyoming:
- Laramie

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- Oxford
- Starkville

Missouri:
- Columbia
- Kansas City
- Springfield
- St. Joseph
- St. Louis

Montana:
- Missoula

Nebraska:
- Lincoln

Nevada:
- Las Vegas
- Reno

New Mexico:
- Albuquerque
- Gallup
- Las Cruces
- Portales

New York:
- Buffalo
- Long Island
- New York City
- New Paltz

North Carolina:
- Charlotte
- Cullowhee
- Greenville
- Raleigh
- Winston-Salem

North Dakota:
- Grand Forks
- Minot

Ohio:
- Kent
- Mansfield
- Oxford
- Toledo

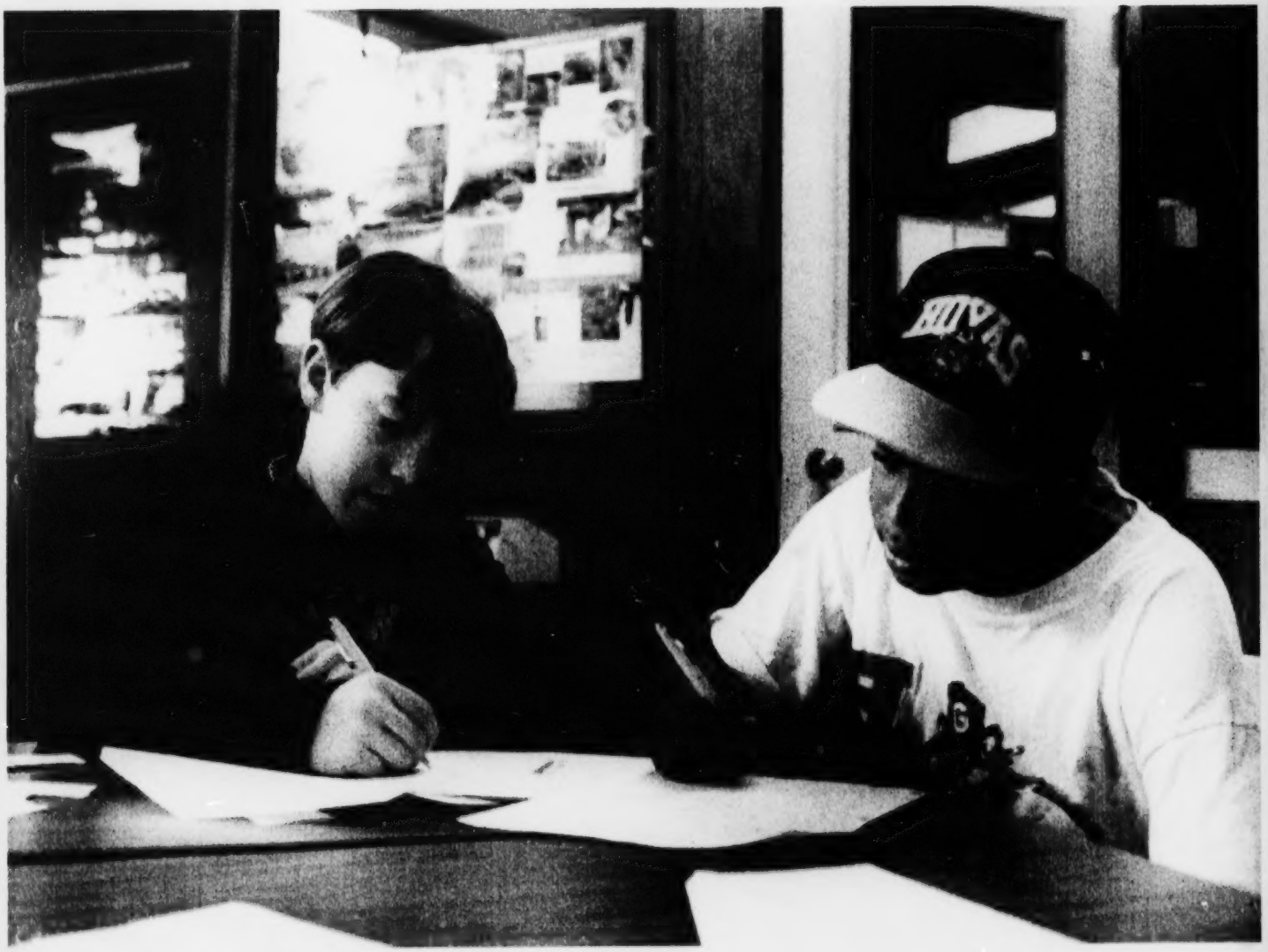
# A Quarter Century and Growing

The National Writing Project is working toward a future in which:

- every teacher in America has access to a writing project site
- the idea of teachers as leaders and scholars is widely regarded as key to improving the quality of teaching across the country
- the numbers of students who write well and who write in all subjects are a source of pride to the nation
- English language learners thrive in their efforts to learn a new language
- university/school partnerships are the norm
- our best and brightest students want to become teachers.

What Teachers Say: *This project has changed my life. I have taken the steps toward becoming a lifelong writer and learner.*

Connecticut Writing Project Teacher



# *Special Initiatives*

As a partner in the *Annenberg Rural Challenge*, the National Writing Project is creating new programs for writing project sites in rural areas including research and documentation efforts, collaborations with public radio, and community writing and publishing projects.

With the support of the *Stuart Foundation*, six writing projects in two states are adopting a *Focus on Standards*, bringing teachers together in teams to refine classroom practices in order to help students meet state standards.

To ensure that all teachers have access to high-quality professional development, the eighteen sites in the *Project Outreach Network*, funded by the *DeWitt Wallace–Reader's Digest Fund*, began disseminating their successful strategies for working with teachers in low-income communities.

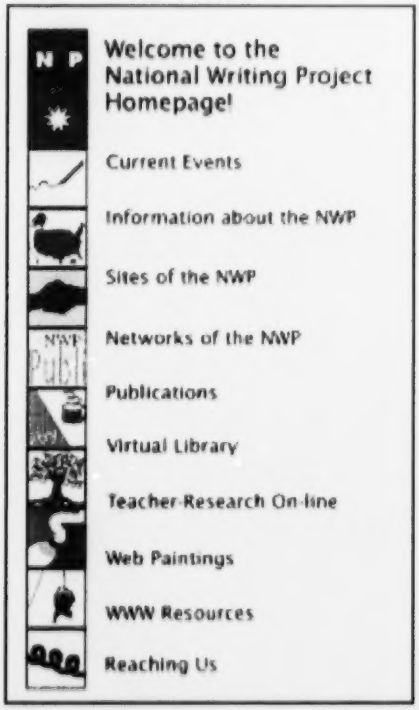
Selected NWP sites created local public education programs as part of two *U.S. Department of Education* programs: *America Reads* and *America Goes Back to School*. Writing Project teachers sponsored workshops for parents and community members to share information on promising practices in the teaching of reading and writing.

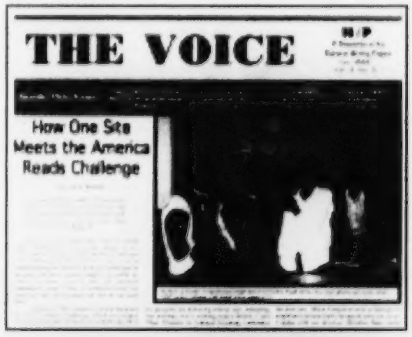
With funding from the *National Endowment for the Humanities*, the NWP has sponsored the *Making American Literatures Project*. This project has brought together teachers in California, Georgia and Michigan with writers and university scholars to enhance literacy through American literature instruction in diverse educational settings.

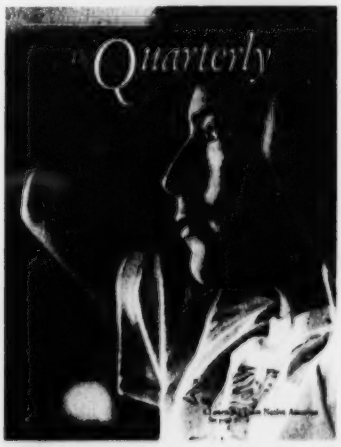
# *Reaching Teachers Nationwide*

## *Electronically . . .*

The National Writing Project uses electronic technology to support and advance our basic mission: to improve writing and learning in the nation's schools. Visitors to our web site at **http://nwp.berkeley.edu** can learn about NWP programs, read on-line publications, share teacher research findings, and link with other education web sites. The NWP E-Journal and Virtual Institute connect teachers in summer institutes across the country in an on-line exchange of ideas, teaching practices and writing. The NetHeads, a nationwide team of NWP teachers and directors with a special interest in technology, work together to expand and develop the NWP electronic network.

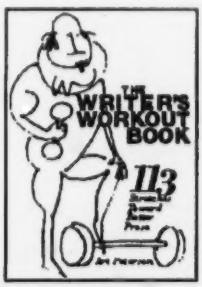


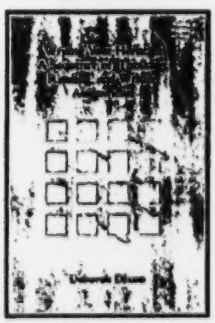



## *And in Print . . .*

NWP publications are another means of disseminating information, ideas and research to teachers and writers both inside and outside the network. Our premier publication, *The Quarterly*, helps connect NWP sites by serving as a forum for educational issues related to literacy as well as a vehicle for bringing the work of literacy researchers to the attention of classroom teachers. Our newsletter, *The Voice*, is full of news about NWP programs and events, articles written by teachers about NWP experiences, and tips on resources available to writing teachers. *A Poem for Every Student*, our newest book, was published in November 1998, and two new titles are planned for the coming year.





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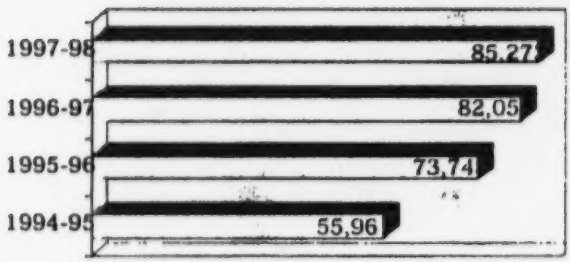
# Building Capacity

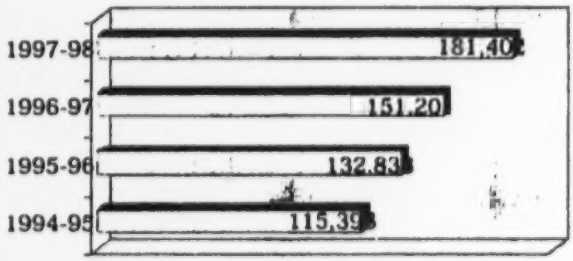
Though the number of sites has remained relatively stable in the four years from 1994 to 1998, the number of participants has grown by 57 percent, and the number of program hours by 53 percent .

As NWP sites increase their capacity over time, they become more cost-efficient and the cost per participant hour decreases. In 1997–98, the federal cost per participant hour fell to nearly half of what it was in 1994–95.

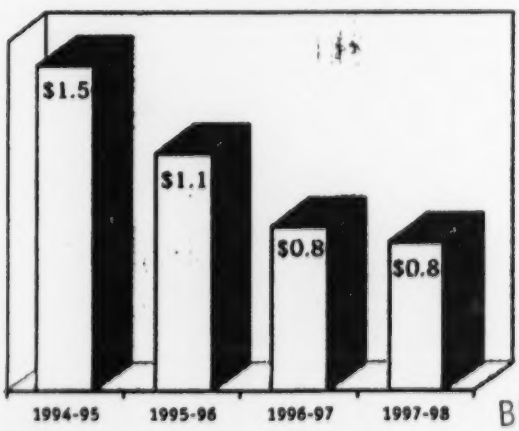
Total Program Hours Offered/All Si




Participants in NWP Program




Federal Cost per Participant H

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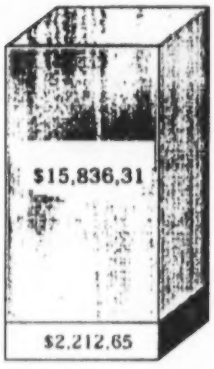
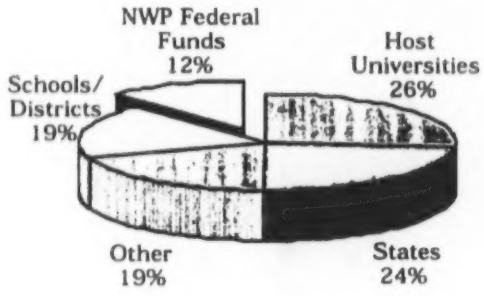
# *Gaining Local Support*

NWP sites raised $6.93 for every $1.00 of federal funding in 1997–98. Local sites use the federal grant to attract a substantial community investment in their programs.

**Total 1997-98 Site Fund**




**Sources of 1997-98 NWP Site Fund**

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Data Source: Inverness Research Associates

## NATIONAL WRITING PROJECT STATEMENT OF FINANCIAL POSITION

September 30, 1998

| | | |
|---|---|---|
| ASSETS | | |
| Cash and cash equivalents | $ | 1,178,158 |
| Accounts receivable | | 13,178 |
| Prepaid expenses | | 13,707 |
| Furniture and equipment, net | | 33,348 |
| Total assets | $ | 1,238,391 |
| LIABILITIES | | |
| Accounts payable | $ | 39,956 |
| Accrued expense | | 54,194 |
| Total liabilities | $ | 94,150 |
| NET ASSETS | | |
| Unrestricted | $ | 650,359 |
| Temporarily restricted | | 493,882 |
| | $ | 1,144,241 |
| Total liabilities and net assets | $ | 1,238,391 |

## NATIONAL WRITING PROJECT STATEMENT OF ACTIVITIES
## FOR THE YEAR ENDED SEPTEMBER 30, 1998

| | Unrestricted | Temporarily Restricted | Total |
|---|---|---|---|
| REVENUES AND OTHER SUPPORT: | | | |
| Federal assistance | $ 3,244,000 | - | $ 3,244,000 |
| Contributions | 386,062 | 609,477 | 995,539 |
| Publications | 14,166 | - | 14,166 |
| Interest income | 53,994 | - | 53,994 |
| Net assets released from restrictions: | | | |
| Satisfaction of program restrictions | 619,834 | (619,834) | - |
| TOTAL REVENUES AND OTHER SUPPORT | $ 4,318,056 | $ (10,357) | $ 4,307,699 |
| EXPENSES: | | | |
| Program services | | | |
| Writing project developments | $ 3,800,706 | - | $ 3,800,706 |
| Supporting services | | | |
| Management and general | 344,588 | - | 344,588 |
| TOTAL EXPENSES | $ 4,145,294 | - | $ 4,145,294 |
| CHANGE IN NET ASSETS | $ 172,762 | $ (10,357) | $ 162,405 |
| NET ASSETS AT BEGINNING OF YEAR | $ 477,597 | $ 504,239 | $ 981,836 |
| NET ASSETS AT END OF YEAR | $ 650,359 | $ 493,882 | $ 1,144,241 |



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## NATIONAL WRITING PROJECT STATEMENT OF FUNCTIONAL EXPENSES
## FOR THE YEAR ENDED SEPTEMBER 30, 1998

| | Program Services | Management and General | Total |
|---|---|---|---|
| Site support grants | $ 2,544,920 | - | $ 2,544,920 |
| Personnel | 557,756 | 201,921 | 759,677 |
| Travel | 197,883 | 9,439 | 207,322 |
| Professional services | 201,153 | - | 201,153 |
| Conferences | 139,045 | 2,575 | 141,629 |
| Stipends | 67,361 | 2,250 | 69,611 |
| Printing | 34,153 | 7,355 | 41,508 |
| Facility costs | - | 38,472 | 38,472 |
| Telephone | 2,000 | 29,759 | 31,759 |
| Documentation-project | 26,530 | - | 26,530 |
| Publications | 19,895 | 1,655 | 21,550 |
| Supplies | 1,459 | 12,633 | 14,092 |
| Postage | 947 | 9,000 | 9,947 |
| Accounting | - | 8,620 | 8,620 |
| Computer expense | 5,650 | 300 | 5,950 |
| Equipment maintenance | 1,945 | 3,995 | 5,940 |
| Insurance | - | 3,881 | 3,881 |
| Miscellaneous | - | 3,847 | 3,847 |
| | $ 3,800,706 | $ 335,702 | $ 4,136,408 |
| Depreciation expense | - | 8,886 | 8,886 |
| | $ 3,800,706 | $ 344,588 | $ 4,145,294 |

### Independent Auditor's Statement

I have audited the accompanying statement of financial position of the National Writing Project (a California not-for-profit organization) as of September 30, 1998, and the related statements of activities, functional expenses and cash flows for the year then ended. These financial statements are the responsibility of the organization's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the National Writing Project as of September 30, 1998, and the changes in its net assets and its cash flows for the year then ended in conformity with generally accepted accounting principles.

In accordance with *Government Auditing Standards*, I have also issued a report dated February 2, 1999, on my consideration of the National Writing Project's internal control over financial reporting and my tests of its compliance with certain provisions of laws, regulations, contracts and grants.

My audit was performed for the purpose of forming an opinion on the basic financial statements of the National Writing Project taken as a whole. The accompanying schedule of expenditures of federal award is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in my opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

James G. Woo, CPA
February 2, 1999

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Support for the National Writing Project is provided by a major grant from the
**U.S. Department of Education**

Additional support is provided by:

**Annenberg Rural Challenge**
**DeWitt Wallace–Reader's Digest Fund**
**Graduate School of Education, UC Berkeley**
**Fred Hechinger Memorial Fund**
**National Collegiate Athletic Association**
**National Endowment for the Humanities**
**Stuart Foundation**
**and hundreds of individual sponsors.**

**National Writing Project Board of Directors**

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**Sandra Price**, former Director, Mississippi State University Writing/Thinking Institute

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**William Russell**, Senior Development Officer, School of Education, and Senior Advisor to the Center for the Advancement of Ethics and Character, Boston University

**Richard Sterling**, Executive Director, National Writing Project

**National Writing Project Senior Staff Members**

| | |
|---|---|
| Executive Director | Richard Sterling |
| Co-Directors | Mary Ann Smith<br>Elyse Eidman-Aadahl |
| Associate Directors | Jo Fyfe<br>Jayne Marlink<br>Carol Tateishi<br>Denis Udall |
| Finance Manager | Mike Mathis |

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# *What Independent Evaluators Say*

The National Writing Project is the most successful teacher development program that I know of in the whole United States! I think this is because it creates ways for teachers to learn, lead and teach each other, encouraging the development of a strong professional community of peers. In learning to be both "writers and critics," teachers become part of a structure that expands their intellectual and emotional capacities, deepens their understanding of the complexities of teaching and learning, and enables them to be more influential in their classrooms and schools.

Ann Lieberman, Senior Scholar
Carnegie Foundation for the Advancement of Teaching and Visiting
Professor at Stanford University
January 1999

The National Writing Project is a professional development project that goes beyond training teachers. Rather, it generates local and regional capacity in the form of highly skilled, motivated, and empowered teachers. Acting as consultants to their colleagues, these leading teachers provide the horsepower for the work of the local writing project sites. The most productive sites have built cadres of 60 to100 active teacher consultants who play a variety of roles that contribute to the sites' overall capacity. While newly developing sites offer 3 to 5 programs a year, the typical "mature" writing project site is able to offer about 30 programs a year. In this way the NWP stands out as a model teacher network that supports—and simultaneously is supported by—the active leadership of effective classroom teachers.

Dr. Mark St. John
Inverness Research Associates
February 1999